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ABSTRACT

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Administration monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an efficient administrative effort. The primary purpose of the Administration monograph is to present some practical suggestions for methods to develop a viable administration, all of which have proven in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are important for an effective administration are presented here: an operational overview; structuring staff responsibilities; hiring teaching staff; providing for responsive changes; proportioning time to courses; and, setting up weekly schedules of training. The Counseling monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an effective counseling program. The primary purpose of the Counseling monograph is to present some practical suggestions for methods to design a comprehensive counseling program, all of which have proven successful in CAP, and considerations that can be adapted to other programs. Sample student schedules and attendance and progress sheets are included. (Author/JM)

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MANPOWER EDUCATION MONOGRAPH SERIES

VOLUME IV:

ADMINISTRATION AND COUNSELING

UD 013355

Prepared under Manpower Administration Contract No. 42-36-72-03 by the Staff of the Higher Education Development Fund, 215 West 125 Street, New York, New York 10027

The Manpower Education Monograph Series was prepared under a contract with the Manpower Administration, U.S. Department of Labor. Organizations undertaking such projects under the sponsorship of the Government are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in these documents do not necessarily represent the official position or policy of the Department of Labor.

FOREWORD

The preparation of these monographs has been guided by a desire to share the concepts and experiences of the model College Adapter Program. This approach has given the series its format, in which alternatives and suggestions are offered in place of rigid prescriptions. We have sought flexibility and usefulness in these materials, rather than neat formulas which might have little applicability to the diverse settings characteristic of manpower training programs.

The entire staff is indebted to the Manpower Administration, U.S. Department of Labor, for the generous leeway given to the adoption of this approach and for their support of the Manpower Education Monograph Series. The Administration recognized the encompassing need the monographs could serve and has allowed us to apply our own best judgement. The guidance of Messrs. Judah Drob, Robert Greene, Charles Phillips, Joseph Seiler and Thaddeus Walters, all of the Office of Policy, Evaluation and Research of the Manpower Administration, has provided very substantial encouragement in the development of both the College Adapter Program and the monograph materials.

In New York City, the College Adapter Program has been able to work with and to guide more than 500 students to successful study in the community colleges of City University of New York, largely through the funding of the City's Manpower and Career Development Agency. Joseph Rodriquez Erazo, the Commissioner of this agency, has been one of the first manpower administrators in the nation to implement major changes in the traditional definitions of manpower training, so that students who formerly had training options limited to manual skills now can proceed instead to technical training at the college level. Such college level training is a goal for both high school graduates and non-graduates in the College Adapter Program.

In that each group of trainees and each program staff are of unique nature and, in fact, redefine their objectives and needs as their program develops, I believe the series will be of enormous help in such development. These monographs can provide support where similar solutions to similar training problems are tried; our hope is that they will provide a springboard for still other and improved solutions.

Manpower training efforts are still too frequently ineffective. Our staff is convinced that substantial failures have resulted because the educational services of these efforts have been terribly slighted. Manpower administrators have characteristically left education components without the policy and funding emphasis that will develop them into vital counterparts of skills training components. The trainees themselves in innumerable programs have paid the price by leaving training without the combined skills they need.

For this reason, the Manpower Education Monograph Series is a pioneering work in reporting effective demonstration of linkage between strong educa-

tional services and manpower objectives. As such, the series will assume major significance in the manpower field.

The practical experience in which the monograph materials are rooted has been the result of the educational experiment first proposed and sponsored by the City University of New York (CUNY) through its Office for Community College Affairs. Successively, the program benefitted from the direction and mature insight of Deans Martin Moed, Leon Goldstein, James McGrath and Howard Irby.

Major improvements and continued honing of the quality and effectiveness of College Adapter training have resulted from the guidance provided by the College Adapter Board of Advisors, established by the City University. Members of this Board, who on many occasions have yielded their own precious time in favor of the students and staff of the program, are: the Chairman, Dean Fannie Eisenstein, Office of Continuing Education, New York City Community College; Dean Allen B. Ballard, Jr., Academic Development, City University of New York; President James A. Colston, Bronx Community College; Mrs. Elmira Coursey, Assistant to Vice-Chancellor for Urban Affairs, City University of New York; Dr. Julius C.C. Edelstein, Urban Affairs, City University of New York; President Leon M. Goldstein, Kingsborough Community College; Dean Henry Harris, Staten Island Community College; Professor Peter Martin, College Discovery Program, City University of New York; Vice-Chancellor Joseph Meng, Academic Affairs, City University of New York; Dr. Eleanor Pam, Associate Dean of the College, Queensborough Community College; Dean Seymour Reisin, Bronx Community College. Similarly, the program has benefitted from the experience and advice of members of the Board who are graduates of the College Adapter Program. They are: Mr. Charles Bannuchi, Brooklyn; Mr. Samuel Jackson, Manhattan; Mr. Nelson Nieto, Queens; Mrs. Shelia Williams, Brooklyn.

The College Adapter Program Monograph Series is an expression of the work and devotion of all who have contributed to the evolution of the College Adapter Program, yet I would like to acknowledge those members of the program staff who have assumed particular responsibility for carrying out this challenging work for the Manpower Administration.

The foundation for the work was the experience of the students and teachers, and the expertise of twelve teachers in the College Adapter Program who served as Research Teachers for the duration of the project. Their material and suggestions as to curriculum, assessment and orientation were uniformly excellent.

In the areas of mathematics, they were Iwo Abe, Donald Hamilton and Mary Small; in tutoring and individualized study, Calvin Kenly and Valerie Van Isler; in bilingual education, Florence Pegram and Richard Rivera; in Language Arts, Bill Browne, Bobb Hamilton, Barbara Hill, Ned McGuire and Sipo Siwisa.

The delicate task of translating a working counseling effort into written text was ably assumed by Anthony Santiago, who was guided by the sugges-

tions of College Adapter Supervising Counselors, Robert Belle and Bill Temple, as well as by Counselor Lynn Teplin.

The general direction of the project, which was characterized by an admirably even-handed shaping of the work to conform to the sole criterion that the monographs have maximum practical usefulness, was carried out by Robert Hirsh, Deputy Director of the Higher Education Development Fund. Mr. Hirsh also assisted the General Editor of the series, Carole Weinstein, in writing major sections of the monographs. Ms. Weinstein assumed with enthusiasm and care the mammoth job of organizing the material into its final form, paring it down and expanding it where needed, in order to achieve throughout the series a uniform and readable style of writing. Aiding Carole Weinstein in these tasks, as well as assuring consistency in tone and structure of the text, was the Associate Editor, Louise Baggot. Her work was surpassingly diligent and was critical to the quality of the series. Edwina Dean, a new member of the staff who assumed editorial responsibilities, capably executed the difficult task of guiding the material from original manuscript to final print, as well as contributing to the final additions and revisions in style and format. Finally as the National Coordinator of Technical Assistance for the Higher Education Development Fund, Richard James guided the formation of the monographs with keen insight into their application to a wide variety of educational and manpower training programs, from universities to small but equally important out-of-school Neighborhood Youth Corps programs. He was ably assisted in this effort by the Training Coordinator, Freeman Jackson.

Kyna Jen Simmons, whose proficient organization and direction of the clerical assistants was coupled with her excellent secretarial skills, contributed to the preparation of the monographs -- from drafts to final copy -- with diligence and devotion. Patricia Bryson, Sharon Christopher and Karen Pitter provided outstanding support to Kyna throughout the preparation.

Norman Palmer
Executive Director
Higher Education Development Fund
New York, New York
July 31, 1972

MANPOWER EDUCATION MONOGRAPH SERIES

PREFACE

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. CAP has taken such individuals and in an average of six months has prepared them for entry into post-secondary technical schools and colleges. Within this period of time, most of those students who are not high school graduates acquire the General Equivalency Diploma (GED). However, the GED is not in itself the ultimate goal of CAP: the ultimate goal is adequate preparation for advanced training.

CAP was begun as a demonstration program in 1969 under a grant from the Manpower Administration, United States Department of Labor, in response to the demand by potential employers for employees with increased technical training and to provide improved Neighborhood Youth Corps - 2 educational services. From its beginning the program has operated on the premises that full employment is the best way to bring about desired changes in low income areas, and that the chief barrier to employability is the lack of attention that educational institutions give to the preparation of students in these areas for advanced technical training and higher education.

The program, which has grown in response to a city-wide demand for such training, now operates two schools that are funded by the New York City Manpower and Career Development Agency, and serves both Manpower and Neighborhood Youth Corps enrollees. Ninety percent of the students who take the high school equivalency examination each year pass it, and 400 dropouts and high school diploma holders enter college.

The high level of success for CAP students in the GED examination and in college derives from the program's rigorous and comprehensive approach to learning. This approach is based upon the fusion of educational modes -- both traditional and innovative -- into a framework that is able to accommodate the learning potential of all of its students. The basic components of this framework are: specifically defined skill objectives that are distributed among a wide range of courses; a thorough assessment of the students' abilities which takes place during a carefully constructed orientation segment; a tutoring center that offers individualized instruction, and group counseling sessions that help prepare the students to function independently upon graduation.

In an attempt to document the efforts and procedures of CAP, a series of seven monographs has been prepared and bound in volumes. These are intended for national use by program staffs who have similar interests, problems and program possibilities. The seven monographs in the College Adapter series are: Orientation, Assessment, Curriculum Design, Tutoring Center, High School Equivalency, Administration and Counseling. Six of these are available in combined volumes, and one is available singly. Volume I includes Orientation and Assessment, Volume II is Curriculum Design, Volume III includes Tutoring Center and High School Equivalency Preparation and Volume IV includes Administration and Counseling. Copies of the volumes may be obtained from: The Higher Education Development Fund, 215 West 125 Street, New York, New York 10027.

INTRODUCTION

The Administration and Counseling monographs, which constitute Volume IV of the College Adapter series, are addressed primarily to the teaching and counseling staff members who implement programs. However, the College Adapter Program (CAP) staff believes that the entire staff of any educational program must understand, determine and accept the essential considerations that lead to its goals in order to ensure coordination and effectiveness.

The substance of the two monographs in this volume is based upon the assumption that a thorough definition of the objectives and procedures of all components is a prerequisite for a successful training effort. Such a definition is essential for an efficient administrative effort and for an effective counseling program.

The specific observations made in each monograph are aimed at fostering a stimulating and productive academic component as an integral part of a federal, state or local training effort. It is pertinent to note that, although these monographs are specifically directed to academic projects, the educational principles and procedures presented in them are applicable to other manpower training units.

The Administration and Counseling monographs have been combined in this volume because they concern the two major non-instructional aspects of a program's operation. Although these two monographs, as well as the other five in the College Adapter series, have been written as separate entities, it is suggested and hoped that those combined in each volume and those in the entire series will be read as a unit in order to obtain a complete perspective of CAP.

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PART ONE: ADMINISTRATION MONOGRAPH

ABSTRACT

The Administration monograph is a statement of those considerations, objectives and procedures that the CAP staff believes are important for an efficient administrative effort. The primary purpose of the Administration monograph is to present some practical suggestions for methods to develop a viable administration, all of which have proven successful in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are important for an effective administration are presented here:

1) an operational overview;
2) structuring staff responsibilities;
3) hiring teaching staff;
4) providing for responsive changes;
5) proportioning time to courses;
6) setting up weekly schedules of training.

The discussion of Administration is presented in the same format as the discussions of the other monographs in this series: practical suggestions are followed by a text that offers explanation and/or examples. Finally, there is a summary statement and an appendix of sample schedules. The general sections in this monograph are:

I. *An Operational Overview of an Effective Program*

This section presents basic statements about program objectives, efficiency of operation, and expectations of student performance.

II. *Suggestions on How to Structure Staff Responsibilities*

This section sets forth the need for highly defined roles and careful coordination of staff responsibilities.

III. *Suggestions on How to Hire Teaching Staff*

Visitors to CAP frequently ask how it gathered such a high caliber teaching staff. This section attempts to answer that question by identifying the procedures and criteria that were used.

IV. *Suggestions on How to Provide for Responsive Changes in Your Program*

To remain vital, any training program must be able to adjust its structure to the changing realities of its enrollment and to the local job market. The means by which these changes can be instituted smoothly are presented in this section

V. *Suggestions on How to Distribute Training Hours*

A major decision made by the director is how to use the students' time. How many hours weekly should be given to training? How should these hours be allotted? The priorities that affect these decisions are presented in this section.

VI. *Suggestions on How to Set Up the Weekly Schedule of Training*

The efficiency of a program depends heavily upon the proper scheduling of staff and student work. This section contains some practical guidelines.

VII. *Summary*

Appendix

This section contains sample schedules.

Section I: AN OPERATIONAL OVERVIEW OF AN EFFECTIVE PROGRAM

A program should prepare its students for employment that will actually exist in an area.

Realistic employment opportunities for students should be a primary consideration of any program that offers job-related training experiences and post-training placement. To train students for imaginary work experiences that do not exist or to train them for positions which are geographically out of reach can cause irreparable damage to student motivation and may engender prolonged disrespect for work-related training experiences.

Ideally, a program should be capable of changing in response to new and reasonable demands of its students and/or of the area's job market. A continual check on new job opportunities enables a program to offer its students accurate and up-to-date information on job openings. Equally important, while providing job related training, a program should serve the academic needs of this year's enrollment, not last year's.

High standards are an essential ingredient in developing effective administrative leadership, and in offering models of excellence for student and staff emmulation.

A program should always reflect the highest expectations of student performance in all aspects of its operation. To fall victim to cliché labels such as "disadvantaged" or "underprivileged" only serves to stigmatize program operations. Such categorizations can become a rationale for lowering standards and expectations. Equally bad are "elitist" statements and misconceptions which separate the "bright" students from the average ones, which may cause undesirable attitudinal changes to develop.

A program should seek to benefit from information gathered by federal and local model programs.

The most abundant source of information about model program operations, designs, and research findings is documented by federal agencies and is available in many local community agencies. Well defined categories of "Federal and Local Assistance" should enable programs to identify and to use available information readily which describes model program operations.

A program cannot replace efficient operation with "crisis" reactions.

Far too often, programs fail to meet stated planning objectives due to inefficient use of time and inadequate preparation and planning for specific

or routine activities. Careful planning of each *phase* of operation is a vital and highly desirable approach to the operation of an effective program. A schedule or *timetable* of activities usually facilitates program objectives by keeping priority activities in focus and by informing the staff that *operational deadlines* have to be met.

Consistent and systematic work schedules decrease the likelihood of "crisis" reactions and generally ensure that careful planning and consideration will be given to all operational contigencies. In the rare instance when a crisis does pre-empt orderly and systematic functioning of a program, the program that makes maximum and efficient use of time during its regular operation probably will make optimum use of staff time and energy in the rare crisis situation.

All education occurs within the culture of its students and should respond positively to that culture.

Very often administrative decisions and program objectives are based upon outmoded or untested assumptions determined by "educational theory" rather than measured by the learning requirements of a given culture or student population. While quality instruction, proven teaching techniques and good professional judgment should rank high among overall staff characteristics, those traits alone may not suffice in a particular cultural setting. In recent years, the inclusion of ethnic or minority group studies in curricula throughout the nation has reflected obvious need for stronger student-teacher understanding and identification on all levels of education.

It is the responsibility of every good teacher and administrator to respond positively to the cultural as well as the intellectual needs of the student community. Such considerations as racial or ethnic composition, geographic language and economic status of the student population are priority considerations which determine the applicability of instructional and curriculum objectives.

SECTION II: SUGGESTIONS ON HOW TO STRUCTURE STAFF RESPONSIBILITIES

The specialized nature of training programs requires a formal structure of staff responsibilities.

Although the entire staff of a training program must work cooperatively to reach the major goals of the program, the specialized nature of the individual training components necessitates a division of responsibilities in order to avoid duplication of efforts and confusion of roles. The required activities for training fall into four categories of high priority which provide the basis for a formal structure. These categories are: teaching, counseling, coordination and evaluation. Within the formal structure, however, each staff member should be permitted the greatest possible freedom to function independently in his area of responsibility.

An essential part of the formal structure of any organization is a clear definition of staff roles which identify the parameters of responsibilities. At CAP, the following roles have been defined:

Director — The primary function of the director is to coordinate the staff's responsibilities. He must delegate and define these responsibilities as well as establish the performance standards for each. This requires that he be aware of the activities of the staff at all times, but he should never reduce his functioning to merely checking up on the staff.

Administrative Assistant — The primary function of the administrative assistant is to oversee the exchange of information on all levels of program operation. Attendance, payroll, academic progress, admissions and college application information must all be carefully collected and made accessible to the director.

Supervisory teacher — The primary function of the supervisory teacher is to coordinate the implementation of the curriculum. After having led the periodic colloquium on the curriculum, that teacher will review individual syllabi, discuss ongoing teaching problems and ensure that syllabi objectives are carried out.

Supervisory counselor — The primary function of the supervisory counselor is to oversee the flow of information to all counselors about employment and academic opportunities. Also, the supervisory counselor must make sure that counselors are getting ongoing information about individual progress from teachers. For a more thorough explanation of these functions, refer to the Counseling monograph in Volume IV of this series.

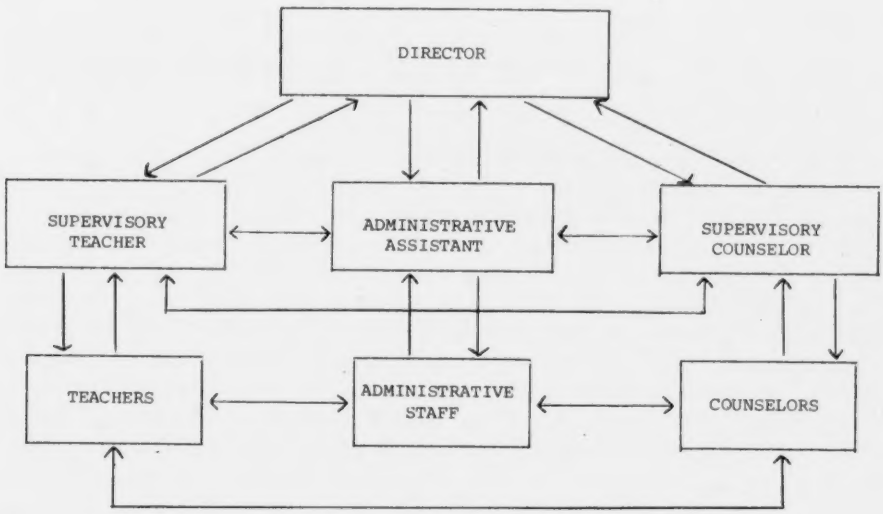
Teacher — The primary function of the teacher is to achieve the course skill objectives for all the students in the class. In addition, the entire teaching staff should participate in curriculum revision.

Counselor — The primary function of the counselor is to provide the information and assistance that will enable the student to make full use of his academic potential. Referral to local social services, providing information about college curriculum and offering advice on study habits are a part of this function. For further elaboration of a counselor's functions, refer to the Counseling monograph in Volume IV of this series

Successful coordination of a training program depends to a great extent upon adequate communication among the staff members.

A well coordinated program is one in which the separate units function to supplement and reinforce each other so that they form a whole. In order to accomplish this end, it is essential that each unit communicate regularly with the others, but most importantly, they must communicate regularly with the director and he with them.

A model for an adequate communication structure in a training program is:



The flow of communication downward should contain general information about the overall policy of the program and a delegation of authority with firm limits of responsibility. No decision about any staff member's area of responsibility should be made without consulting with him. The flow of communication upward should contain information on the progress of activities, including particularly successful elements as well as problem areas, and suggestions for changes needed to improve the program. Finally, information should be shared between staff members about their activities and problem areas.

The administrator of a program should have the conviction and initiative to make deliberate decisions.

An effective administrator must be able to resolve situations that might influence effective program operation. Too often those responsible for program functioning devote an inordinate amount of time and energy to temporizing situations.

All staff members should have the capacity to make necessary decisions which are in keeping with program policies.

Reflecting the model provided by the administrators, program personnel should be able to make necessary and expeditious decisions in areas of their work responsibilities.

Planned staff meetings provide an effective means of program communication.

At CAP, two types of meetings are regularly scheduled; teacher-counselor meetings and supervisory meetings. The former are chaired by the center director and scheduled at least once every two weeks, at maximum once a week. The primary purposes are to exchange information between teaching and counseling staff about students, to discuss the direction of the program and to discuss upcoming events; e.g., visits by college counselors. The supervisory meetings are also chaired by the center director and are scheduled once per week. The primary purposes are to determine agendas for teacher-counselor meetings and to discuss and determine ongoing administrative details and functions. These meetings are attended by the supervisory counselor, supervisory teacher and the director's administrative assistant.

This type of staff meeting design has proven to be effective in achieving efficient coordination of program operations.

Section III: SUGGESTIONS ON HOW TO HIRE TEACHING STAFF

The director and supervisory teacher should hire teachers jointly.

The director of a program has the central responsibility for acquiring a total staff that will work together smoothly and efficiently. However, the supervisory teacher in each academic unit will have the most immediate contact with the teachers and is most familiar with the personal and professional qualities required for teachers in his unit. Therefore, the director and the supervisory teacher should share the decision when selecting new teachers.

Employment interviews should present to the applicant a complete picture of the advantages and disadvantages of working in a training program.

Obtaining a competent staff that works together as a unit involves more than selecting people who have professional credentials. It is important that teachers in the program understand and be committed to the program goals. Therefore, in order to avoid hiring teachers who are unlikely to adapt to the training environment, it is necessary to give applicants extensive information about the program's policy and operation. For example, the CAP policy of flexibility is discussed thoroughly in the selection interview so that no teacher discovers after he is hired that he is expected to teach in subject areas other than the one he thought he was hired to teach. Arranging an interview for teacher applicants with a teacher in the same subject area in which they are applying to teach is helpful to round out the selection process and assess the applicant's suitability for the program and vice-verse.

Specific criteria have proven to be accurate guides in hiring CAP teaching staff.

From past experience, the CAP administrators have found that the teachers who are most successful in the program are those who have a commitment to the students' acquisition of specific skills and a high, but feasible, expectation of student performance. Furthermore, it is necessary for prospective teachers to have enough self-confidence to accept challenges from the students and enough flexibility in the subject areas and ability levels with which they can deal to meet the changing demands of the program.

Some criteria have not proven to be accurate guides in hiring CAP teaching staff.

As mentioned previously, teachers who are suited for a training program need to have more than professional credentials. Specifically, the criterion of teaching experience alone does not seem to be an accurate predictor of a successful teacher. And, moreover, experience in elementary school teaching does not necessarily correlate with the ability to teach preliminary reading skills to adults.

As often as possible, new teachers should be assigned to middle or high ability groups of students.

All too frequently in traditional educational settings, new teachers are assigned to teach classes of students with low ability and the experienced teachers are "rewarded" by assignments to teach classes of students with middle or high ability. Ironically, this practice is exactly opposed to the needs of the students. It is the students with low ability who need the most expert, experienced teachers to help them raise their skill levels significantly.

All teachers should be given the opportunity to teach several different courses.

In accordance with the CAP policy of flexibility to meet the demands of a changing environment, a rigid staffing pattern that forces one teacher to be the reading teacher and another to be the composition teacher is avoided. CAP believes that diverse teaching responsibilities stimulate teaching interest and creativity and illustrates to the students that competence in one skill area is related to competence in other skill areas.

Uniformity of teaching style in the staff is not a desired goal.

Students in all training programs have varying skill needs, and some students learn better from one teaching method while other students learn better from another method. However, all students should be exposed to different learning situations in order to prepare them for future college and on-the-job experiences. Therefore, even though program administrators should look for teachers with a similar degree of commitment, it is their responsibility to find and to coordinate a staff with diverse teaching styles.

The number of staff members needed for an optimal training situation depends upon both student enrollment and training objectives.

The ratio of students to educational personnel may vary according to several factors: the number of hours students attend classes, the need for

specialized courses and the type of facilities available for instruction. Some examples of effective staff and hours patterns for different student populations are:

1. Students: 20 to 50
   Student Class Hours Weekly: 15
   Teachers: 2 to 3
2. Students: 51 to 120
   Student Class Hours Weekly: 15
   Teachers: 4 to 5
3. Students: 121 to 180
   Student Class Hours Weekly: 15
   Teachers: 6 to 8

Section IV: SUGGESTIONS ON HOW TO PROVIDE FOR RESPONSIVE CHANGES IN YOUR PROGRAM

A program's receptivity to change must be consistently indicated to all staff members, but the criteria for such change must also be established.

The shifts in the job market, the influx of staff members with different talents, the enrollment of students with changing needs and the availability of new materials and equipment can all bring change in the operation of a program. But change, even under these circumstances, must be directed by several critical principles: each change should have as its basis the improvement of the means by which the overall program reaches its training objectives; each change must be coordinated with the operation of the rest of the program; the purpose and scope of each change should be well defined before implementation; and the standards by which a change will be measured should be established before implementation.

A well-established mechanism for staff developed changes must be continually available to all.

CAP holds full staff meetings during the break between each of its semesters. For one week each six months, the staff evaluates, and where necessary, revises the curriculum and procedures of the program.

The agenda for the week's colloquium is prepared and distributed to all staff members well in advance of the meeting. Staff concerns are elicited in the ongoing teacher-counselor meetings, reviewed by a special agenda committee, and arranged in a series of questions for discussion. The information that might be necessary to develop answers to these questions is likewise gathered systematically and shared before the meeting.

The week can include general meetings of the entire staff to discuss changes that will affect everyone, such as the distribution of training hours or intake procedures. The general staff meetings can be balanced by small group sessions among teachers in particular subject areas. Changes that affect only a portion of the program, e.g., the interlocking syllabus objectives in the mathematics levels, can be discussed at these sessions.

Section V: SUGGESTIONS ON HOW TO DISTRIBUTE TRAINING HOURS

The distribution of weekly training time for the different activities should be among the first decisions made toward implementing program objectives.

The distribution of hours among the courses to be offered in a training program involves several major considerations. First, the distribution should serve curriculum priorities. If college preparation is a priority, training hours must be given to courses that will generate college-type writing assignments and to courses that demand college-level research. If, however, the training is to prepare students for the fire department civil service examination, a course on fire-fighting terminology will be necessary.

Second, the distribution of time should promote specifically defined skill objectives for each course. A language arts course which is given five hours weekly may have so many skill objectives that the focus of instruction is lost. Breaking these five hours into literature, composition and reading components of fewer hours can produce three courses with clearly defined skill objectives.

Third, the distribution of time should be appropriate to the different characteristics of various subject areas. Mathematics should receive the largest number of single course hour allotment since students benefit from frequent meetings of mathematics classes. Language arts can be subdivided into reading, composition and possibly, literature classes.

Fourth, the distribution of time should attempt to provide students with as many kinds of learning situations as possible. Required skill courses, electives, group counseling and tutoring center activities should all be included when time permits.

Fifth, the distribution of time should use the teachers' different talents to their fullest extent. By breaking the courses into smaller units and by creating various kinds of classes, the program can give the teachers a wide opportunity to improve their teaching skills.

Six hours weekly seems to be the minimum contact that is necessary for realistic training; twenty-five hours weekly seems to be the maximum contact, and fifteen hours weekly seems to be the optimum contact.

Six hours weekly is a minimum contact time to maintain an ongoing training program. Fewer than six hours a week puts too much pressure on the teachers and students to achieve during the class period, and puts a premium on any single absence. Twenty-five hours weekly seems to be the

maximum time to have a student in an academic training program. More than twenty-five hours a week can create boredom on the part of the students and can put so little pressure on any single hour that the overall intensity of instruction is affected negatively. In the CAP experience, fifteen hours weekly has been an optimum amount of time that permits sufficient classroom time, generates enough independent work and encourages a high-level intensity of effort in the classroom.

Training courses should be alloted time on the basis of a set of priorities developed by the program. The ones evolved at CAP follow.

The courses which should be given the highest priority are those whose skill objectives are absolutely essential to the equivalency examination and to college study; i.e., composition, mathematics and reading. In addition to these three areas, the scheduled use of the tutoring center is given priority since it allows each student to reinforce the skill development in the area in which he is weakest.

Elective and group counseling courses should be introduced in any training program that is given for more than six hours weekly. Electives can be used to develop critical skills while examining fields of interest to the students. Group counseling can assume a higher priority if the program is designed for an enrollment with particular counseling needs; e.g., ex-drug users.

Section VI: SUGGESTIONS ON HOW TO SET UP THE WEEKLY SCHEDULE OF TRAINING

Based on CAP experience, three hours daily for a five day week is an optimum schedule of instruction.

A three hour daily schedule provides enough time to generate realistic individual practice work, and it is short enough to allow two sessions daily. These two sessions, each serving one half of the enrollment, provide training for a maximum number of students and utilize a full-time teaching staff.

Try to time training in such a way that each student's individual schedule is as simple as possible.

However complex the overall schedule must be to incorporate all the options for training, the individual's course schedule should be simple. Toward this end, instruction should be scheduled over the weekdays with an equal duration of classes each day that instruction occurs; e.g., if there are three hours on Monday, have three hours on each of the other days on which instruction takes place. Also, whenever possible, courses should meet in the same time slot each day that they are given; i.e., a student's composition course which meets on Tuesday and Thursday should meet at the same time on each of those days.

Use class periods of no more than one hour and no less than forty minutes in length.

CAP schedules class periods of fifty-five minutes each. Two hour classes were tried but proved to be too long; the attention span of students was strained by the time period, and the teachers were unable to maintain the intensity of learning which characterized the single hour session. Periods shorter than forty minutes usually allow too little time to introduce, demonstrate, discuss and summarize most concepts.

Distribute the weekly allotment of hours for each subject area over the different days of instruction.

Rather than concentrating the instruction for one course on one day, spread the meetings for each course over several days. In this way, the teacher will see the student several times weekly and will have less time between meetings. Homework and continuity are both facilitated by this scheduling.

Courses which meet two hours weekly should not be scheduled on consecutive days for the same reason. The lapse of a day or two between meetings allows sufficient time for independent work.

Two hours weekly is sufficient time for any college adapter course except mathematics and English as a second language.

Composition, literature, science and elective courses all meet two hours weekly. This amount of time promotes an intense use of class time: more hours weekly for any of these courses might prove useful but may tend to dilute the class period. In two hours a week, material can be covered, homework assigned and proper emphasis placed on independent work.

Mathematics instruction seems to be facilitated when it is scheduled on each day of instruction.

The need for continual reinforcement and practice of basic skills in mathematics is best served by frequent meetings. In this field the premium is more heavily placed on classroom demonstration and quizzes.

The tutoring center should be required at least once a week in each student's schedule.

The tutoring center offers the student a flexible, individualized schedule because he may use the hours in the center to work on any area of academic interest or skill weakness. The center has been included in all schedules implemented by the CAP staff whether the weekly training allotment is thirty, fifteen or six hours.

Consult the Tutoring Center monograph in Volume III of this series for a more thorough rationale of this point and for a discussion of the use of this scheduled time.

Ideally, students should be scheduled to take courses with as many teachers as possible in order to become accustomed to a change of faculty such as occurs in college.

By distributing skill objectives among many classes, and by having teachers handle several different courses, the program can have each student meet at least three teachers and usually as many as five. Such wide exposure to a flexible and diverse staff acquaints the students with different teaching approaches and can convince him that learning occurs within each of the approaches.

Do not use the homogeneous grouping of one subject area as the basis for grouping in other areas; e.g., students should not take their language arts courses in the same groups as they take mathematics.

Many programs establish overall levels in which all students are grouped together and take both mathematics and language arts as a unit. This procedure does not, however, allow for sufficient attention to individual skill needs of students with high reading and low mathematics scores or the reverse.

Instead, students should be grouped separately for mathematics and language arts. To achieve this goal, try to have all sections of mathematics meet simultaneously so that once the period is over the students can be redistributed for their language arts classes.

Section VII: SUMMARY

CAP administration is based upon specific operating techniques and policies which have been adopted by the entire staff. The administrative unit is well-defined and structured but responsive to changing demands in the program. The suggested operating techniques offered in this monograph have proven feasible in the creation of a successful administrative unit at CAP, and are presented as guidelines to establish similar training efforts. Some of the objectives and procedures presented here may not be appropriate to training projects that have different goals from CAP. However, a general guideline of all training is: The administration of a training program must be aimed to facilitate the overall goals of the program.

SAMPLE SCHEDULES FOR ALTERNATE PROGRAM STRUCTURE I

Students: 200, organized into morning and afternoon groups of 100 each

Hours: 15 weekly

Teacher Responsibilities:

Most CAP teachers are proficient in more than one subject area. Each language arts teacher usually instructs both composition and literature classes. Similarly, mathematics and science classes are taught by one group of teachers, as are courses in bilingual education. In addition, most teachers conduct elective courses in areas related to their teaching responsibilities or particular interests. In total, CAP teachers instruct a maximum of 16 hours weekly. Their supervisory responsibilities in the tutoring center, which average two hours weekly for most instructors, create a maximum work schedule of about 18 hours a week for most teachers. Non-instruction hours are utilized by all teachers for class preparation and research.

Spring, 1972 Schedule

(The letters listed with each course designate teachers. A, G & J are bilingual education teachers; B, D, D & O are math and science teachers; E, F & L are language arts teachers, and H K, M & N are counselors.)
(ED is an abbreviation for English Dominant classes, and ESL is an abbreviation for English as a Second Language.)

Period 1 9:30-10:25	Monday	Tuesday	Wednesday	Thursday	Friday
	Span. math (A)	Skill Center (I)	Span. math (A)	Span. math (A)	Span. math (A)
	Math II (B)	Math II (B)	Skill Center (L)	Math II (B)	Math II (B)
	Math III (C)	Math III (C)	Math III (C)	Skill Center (L)	Math III (C)
	Math IV (D)	Math IV (D)	Math IV (D)	Math IV (D)	Skill Center (D)

Period 2 10:30-11:25					
	Skill Center (E)	Literature (F)	Composition (E)	Literature (F)	Composition (E)
	Composition (F)	Science (B)	Composition (F)	Science (B)	Counseling (N)
	Latin Am. Lit. (A)	ESL (G)	Latin Am. Lit. (A)	Counseling (M)	Latin Am. Lit. (A)
	ESL (G)	ESL (J)	ESL (G)	ESL (J)	ESL (J)

Period 3 11:30-12:25					

	Math IV (D)	Math IV (D)	Math IV (D)	Math IV (D)	Skill Center (D)

Period 2 10:30-11:25					
	Skill Center (E)	Literature (F)	Composition (E)	Literature (F)	Composition (E)
	Composition (F)	Science (B)	Composition (F)	Science (B)	Counseling (N)
	Latin Am. Lit. (A)	ESL (G)	Latin Am. Lit. (A)	Counseling (M)	Latin Am. Lit. (A)
	ESL (G)	ESL (J)	ESL (G)	ESL (J)	ESL (J)

Period 3 11:30-12:25					
	Counseling (H)	Science (B)	Economics (C)	Science (B)	Economics (C)
	Literature (E)	Skill Center (E)	Film (J)	Science (B)	Film (J)
	ESL (G)	ESL (G)	African Studies (F)	ESL (G)	African Studies (F)
	Latin Am. Lit. (A)	Counseling (K)	Creative Writ. (E)	ESL (J)	Creative Writ. (E)
			ESL (J)		ESL (J)
			Latin Am. Lit (A)		Latin Am. Lit. (A)

Period 4 1:30-2:25					
	Math I (O)	Skill Center (L)	Math I (O)	Math I (O)	Math I (O)
	Math II (B)	Math II (B)	Skill Center (L)	Math II (B)	Math II (B)
	Math III (C)	Math III (C)	Math III (C)	Skill Center (C)	Math III (C)
	Math IV (D)	Math IV (D)	Math IV (D)	Math IV (D)	Skill Center (L)

Period 5 2:30-3:25					
	Skill Center (F)	Literature (F)	Composition (E)	Literature (F)	Composition (E)
	Counseling (H)	Science (C)	Composition (F)	Science (C)	Composition (F)

			(A)		(A)

Period 4 1:30-2:25					
	Math I (O)	Skill Center (L)	Math I (O)	Math I (O)	Math I (O)
	Math II (B)	Math II (B)	Skill Center (L)	Math II (B)	Math II (B)
	Math III (C)	Math III (C)	Math III (C)	Skill Center (C)	Math III (C)
	Math IV (D)	Math IV (D)	Math IV (D)	Math IV (D)	Skill Center (L)

Period 5 2:30-3:25					
	Skill Center (F)	Literature (F)	Composition (E)	Literature (F)	Composition (E)
	Counseling (H)	Science (C)	Composition (F)	Science (C)	Composition (F)
	Composition (G)	Literature (E)	Composition (G)	Literature (E)	Counseling (N)
	Literature, ED. (J)	Composition, ED. (G)	Literature, ED. (J)	Composition, ED. (G)	Science (D)

Period 6 3:30-4:25					
	Counseling (K)	Science (B)	Economics (D)	Science (B)	Economics (D)
	Literature (E)	Skill Center (E)	Spanish (A)	Literature (E)	Spanish (A)
	Skill Center (J)	Science (C)	African Studies (F)	Science (C)	African Studies (F)
	Science (D)	Counseling (M)	Revolutions (J)	Skill Center (A)	Revolutions (J)
			Drama (E)		Drama (E)

SAMPLE SCHEDULES FOR ALTERNATE PROGRAM STRUCTURE II

Students: 180, organized into groups of 90 morning and 90 evening students.

Hours: 15 weekly

This Neighborhood Youth Corps Program is designed to provide students with basic education skills to increase their employability. Sometimes this training is specifically geared toward helping students prepare for the GED, since a high school diploma is a prerequisite for many jobs.

Schedule:

(The letters listed with each course designate teachers. A, B and C are language arts teachers; D, E and F are mathematics teachers, and G is Tutoring Center Coordinator.)

Period 1 8:30-9:25	Monday	Tuesday	Wednesday	Thursday	Friday
Math Group A	Learning Lab (G) (C) (A)	Math I (C)	Math I (C)	Math I (C)	Math I (C)
Math Group B	Math II (D)	Math II (D)	Lang. Lab (G) (D)	Math II (D)	Math II (D)
Math Group C	Math III (F)	Math III (E)	Math III (E)	Math III (E)	Learning Lab (A) (G)
Math Group D	Math IV (F)	Learning Lab (G) (F)	Math IV (F)	Math IV (F)	Math IV (F)

Period 2 9:30-10:25					
Lang Group A	Composition (B)	Composition (B)	Composition (B)	Learning Lab (G) (E)	Learning Lab (G)
Lang. Group B	Composition (C)	Reading (A)	Composition (C)	Reading (A)	Composition (B)
Lang. Group C	Reading (A)	Learning Lab (G) (E)	Reading (A)	Counseling	Composition (C)
Lang. Group D	Learning Lab (G) (D)	Counseling	Learning Lab (G) (D)	Reading (B)	Composition (A)

Period 3 10:30-11:25					
Lang. Group A	Reading (C)	Counseling	Elective (A)	Reading (C)	Elective (A)
Lang. Group B	Counseling	Learning Lab (G) (D)	Elective (B)	Learning Lab (G) (D)	Elective (B)
Lang. Group C	Learning Lab (G) (E)	Composition (B)	Elective (D)	Composition (B)	Elective (D)
Lang. Group D	Reading (B)	Composition (A)	Elective (E)	Composition (A)	Elective (E)

Period 3 10:30-11:25					
Lang. Group A	Reading (C)	Counseling	Elective (A)	Reading (C)	Elective (A)
Lang. Group B	Counseling	Learning Lab (G) (D)	Elective (B)	Learning Lab (G) (D)	Elective (B)
Lang. Group C	Learning Lab (G) (E)	Composition (B)	Elective (D)	Composition (B)	Elective (D)
Lang. Group D	Reading (B)	Composition (A)	Elective (E)	Composition (A)	Elective (E)

Period 4 1:00-1:55	Monday	Tuesday	Wednesday	Thursday	Friday
Math Group A	Learning Lab (G) (B)	Math I (C)	Math I (C)	Math I (C)	Math I (C)
Math Group B	Math II (D)	Math II (D)	Learning Lab (A) (B) (D)	Math II (D)	Math II (D)
Math Group C	Math III (E)	Math III (E)	Math III (E)	Math III (E)	Learning Lab (G)
Math Group D	Math IV (F)	Learning Lab (A) (F)	Math IV (F)	Math IV (F)	Math IV (F)

Period 5 2:00-2:55					
Lang. Group A	Composition (B)	Composition (B)	Composition (B)	Learning Lab (G) (E)	Learning Lab (G) (E)
Lang. Group B	Composition (C)	Reading (A)	Composition (C)	Reading (A)	Composition (C)
Lang. Group C	Reading (A)	Learning Lab (G) (E)	Reading (A)	Counseling	Composition (B)
Lang. Group D	Learning Lab (G) (D)	Counseling	Learning Lab (G) (D)	Reading (B)	Composition (A)

Period 6 3:00-3:55					
Lang. Group A	Reading (C)	Counseling	Elective (A)	Reading (C)	Elective (A)
Lang. Group B	Counseling	Learning Lab (G) (D)	Elective (B)	Learning Lab (G) (D)	Elective (B)
Lang. Group C	Learning Lab (G) (E)	Composition (B)	Elective (D)	Composition (B)	Elective (D)
Lang. Group D	Reading (B)	Composition (A)	Elective (E)	Composition (A)	Elective (E)

SAMPLE SCHEDULES FOR ALTERNATE PROGRAM STRUCTURE III

Students: 170, who attend classes during evening hours

Hours: 6 weekly

Teacher responsibilities:

Most of the teachers in this adult instruction program are proficient in more than one subject area; and, in fact, AIM teachers usually instruct classes in two or three subjects. Since the program staff believes that an instructor's effectiveness is strongly influenced by teaching load and teaching hours, AIM teachers have a maximum of 16 instructional hours weekly. Supervisory responsibilities in the tutoring center, which average six to eight hours a week for each teacher, create a maximum work schedule of 24 hours per week. The teaching staff uses the other time for class preparation and research

One notable advantage of this schedule is the flexibility it affords evening students in terms of arrival and departure time. Because the required courses are taught during the two middle periods and the same elective courses are taught during the first and last periods, students may choose an earlier or later pattern. They may, for example, attend classes from 5 p.m. to 8 p.m.; or they may attend from 6 p.m. to 9 p.m.

(The letters listed with each course designate teachers.)

Period 1 5:00-6:00	Monday	Tuesday	Wednesday	Thursday
Electives	Creative Writ. (A)	Creative Writ. (A)	Psychology (N)	Psychology (N)
	Beg. Spanish (B)	Beg. Spanish (B)	Literature (K)	Literature (K)
	Consumer Ed. (C)	Consumer Ed. (C)	Legal Prob. (E)	Legal Prob. (E)
	Communications (D)	Communications (D)	Inter. Span. (L)	Inter. Span. (L)
	Science (E)	Science (E)	Skills Center (F)	Skills Center (F)
	Skills Center (F)	Skills Center (F)		

Period 2 6:00-7:00				
Math & ESL	Math I (H)	Math I (H)	Math I (H)	Math I (H)
	Math I (E)	Math 2 (F) (I)	Math 1 (E)	Math 2 (F) (I)
	Math 2 (F) (I)	Math 3 (J) (K)	Math 2 (F) (I)	Math 3 (J) (K)
	Math 3 (J) (K)	ESL I (A)	Math 3 (J) (K)	ESL I (A)
		ESL II (B)	ESL I (A)	ESL II (B)
			ESL II (B)	

	Math 1 (E)	Math 2 (F) (I)	Math 1 (E)	Math 2 (F) (I)
	Math 2 (F) (I)	Math 3 (J) (K)	Math 2 (F) (I)	Math 3 (J) (K)
	Math 3 (J) (K)	ESL I (A)	Math 3 (J) (K)	ESL I (A)
		ESL II (B)	ESL I (A)	ESL II (B)
			ESL II (B)	

Period 3 7:00-8:00				
Lang. Arts & Math or Skills Center for ESL	Lang. Arts I (A) (F)	Lang. Arts IV (A) (F)	Lang. Arts I (A) (F)	Lang. Arts IV (A) (F)
	Lang. Arts IIA (G) (H)	Lang. Arts IIA (G) (H)	Lang. Arts IIA (G) (H)	Lang. Arts IIA (G) (H)
	Lang. Arts IIB (K)	Lang. Arts IIB (K)	Lang. Arts IIB (K)	Lang. Arts IIB (K)
	Lang. Arts III (L) (M)	Lang. Arts III (L) (M)	Lang. Arts III (L) (M)	Lang. Arts III (L) (M)
		Skills Cent. ESL (D) (K) (C)	Math (ESL I) (B) Skills Center	Math (ESL II) Skills Center (K) (D)
			(ESL II) (D) (K) (C)	

Period 4 8:00-9:00				
Electives & ESL	Psychology (N)	Psychology (N)	Creative Writ. (K)	Creative Writ. (K)
	Legal Prob. (E)	Legal Prob. (E)	Consumer Ed. (C)	Consumer Ed. (C)
	Inter. Span. (L)	Inter. Span. (L)	Beg. Span. (B)	Beg. Span. (B)
	Literature (K)	Literature (K)	Communication (D)	Communication (D)
	Skills Center (G) (H) (K)	Skills Center (G) (H) (K)	Science (E)	Science (E)
			ESL I (A)	ESL I (A)
			ESL II (L)	ESL II (L)
			Skills Center (G)	Skills Center (G)

SAMPLE SCHEDULES FOR ALTERNATE PROGRAM STRUCTURE IV

Students: 40, who attend classes during morning hours four days weekly.

Hours: 12 weekly.

This Neighborhood Youth Corps educational program is designed to provide training to increase students' employment options. Skill objectives may be directed toward basic education, or may be specifically geared to help students prepare for the General Equivalency Examination. Language arts and mathematics instruction is divided into skill levels in the program. One outstanding feature of the schedule is that it permits new students to enter each week. The Intake Orientation class is especially designed to introduce the program to new students.

Schedule:

(The letters listed below by each course designate teachers. Language Arts courses are abbreviated Lang. Arts; group counseling sessions are abbreviated Group Coun.)

Period 1 9:00-9:55	Monday	Tuesday	Wednesday	Friday
Lang. Group A	Lang. Arts (A)	Group Coun.	Lang. Arts (A)	Tutoring (B)
Lang. Group B	Group Coun.	Lang. Arts (A)	Tutoring (B)	Lang. Arts (A)
Lang. Group C	Lang. Arts (C)	Tutoring (C)	Lang. Arts (C)	Counseling
New Students		Intake Orientation		

Period 2 10:00-10:55				
Math Group I	Math (B)	Tutoring (A) (C)	Math (B)	Tutoring (A) (C)
Math Group II	Tutoring (A) (C)	Math (B)	Tutoring (A) (C)	Math (B)

Period 3 11:00-11:55				
Lang. Group A	Tutoring (B)	Lang. Arts (A)	Elective I	Elective I
Lang. Group B	Lang. Arts (A)	Tutoring (B)	Elective II	Elective II
Lang. Group C	Tutoring (C)	Lang. Arts (C)	Elective III	Elective III

SAMPLE SCHEDULES FOR ALTERNATE PROGRAM STRUCTURE V

Students: 90, who attend classes during morning and afternoon hours.

Hours: 30 weekly

This Opportunities Industrialization Center Program is designed to provide basic education for students. The ultimate goal is the increased employability of those in the program. An outstanding feature of the program is the provision made for new students to enter each week. Orientation seminars are provided to acquaint them with program operation.

Schedule:

(The letters listed with each course designates teachers.)

Period 1 9:00-9:55	Monday	Tuesday	Wednesday	Thursday	Friday
Math Group I	Tutoring Cent. (F) (H)	Tutoring Cent. (A) (H)	Tutoring Cent. (A) (H)	Tutoring Cent. (A) (H)	Tutoring Cent. (A) (H)
Math Group II	Math II (C)	Math II (C)	Math II (C)	Math II (C)	Math II (C)
Math Group III	Math III (B)	Math III (B)	Math III (B)	Math III (B)	Math III (B)
Math Group IV	Tutoring Cent. (E)	Tutoring Cent. (E)	Tutoring Cent. (E)	Tutoring Cent. (E)	Tutoring Cent. (E)
Incoming Group	Orient. Sem. (A)	Orient. Sem. (A)			

Period 2 10:00-10:55					
Lang. Arts Group A	Composition (E)	Composition (E)	Composition (E)	Composition (E)	Composition (E)
Lang. Arts Group B	Composition (D)	Composition (D)	Composition (D)	Composition (D)	Composition (D)
Lang. Arts Group C	Reading (F)	Reading (F)	Reading (F)	Reading (F)	Reading (F)
Lang. Arts Group D	Reading (G)	Reading (G)	Reading (G)	Reading (G)	Reading (G)
Incoming Group	Math Test (C)	Lang. Test (C)	Lang. Test (C)	Tutoring (C) (H)	

Group A	(E)	(E)	(E)	(E)	(E)
Lang. Arts Group B	Composition (D)	Composition (D)	Composition (D)	Composition (D)	Composition (D)
Lang. Arts Group C	Reading (F)	Reading (F)	Reading (F)	Reading (F)	Reading (F)
Lang. Arts Group D	Reading (G)	Reading (G)	Reading (G)	Reading (G)	Reading (G)
Incoming Group	Math Test (C)	Lang. Test (C)	Lang. Test (C)	Tutoring (C) (H)	

Period 3 11:00-11:55					
Math Group I	Counseling	Math I (C)	Math I (C)	Tutoring Cent. (G) (H)	Tutoring Cent. (G) (H)
Math Group II	Tutoring Cent. (G) (H)	Tutoring Cent. (E) (H)	Counseling	Math II (C)	Math II (C)
Math Group III	Tutoring Cent. (D)	Counseling	Tutoring Cent. (D) (H)	Math III (B)	Math I (B)
Math Group IV	Math IV (A)	Tutoring Cent. (F)	Math IV (A)	Counseling	Tutoring Cent. (F)
Incoming Group	Orient. Sem. (E)	Orient. Sem. (E)	Tutoring (F) (G)		

Period 4 1:00-1:55					
Math Group I	Math I (C)	Math I (C)	Math I (C)	Math I (C)	Math I (C)
Math Group II	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)
Math Group III	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)
Math Group IV	Math IV (A)	Math IV (A)	Math IV (A)	Math IV (A)	Math IV (A)
Incoming Group	Study Skills (G)	Study Skills (G)			

Period 5 2:00-2:55					
Lang. Arts Group A	Reading (G)	Science (F)	Reading (G)	Science (F)	Reading (G)
Lang. Arts Group B	Reading (F)	Science (B)	Reading (F)	Science (B)	Reading (F)
Lang. Arts Group C	Composition (D)	Composition (D)	Composition (D)	Composition (D)	Composition (D)
Lang. Arts Group D	Composition (E)	Composition (E)	Composition (E)	Composition (E)	Composition (E)

Period 4 1:00-1:55					
Math Group I	Math I (C)	Math I (C)	Math I (C)	Math I (C)	Math I (C)
Math Group II	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)	Tutoring Cent. (D) (H)
Math Group III	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)	Tutoring Cent. (B)
Math Group IV	Math IV (A)	Math IV (A)	Math IV (A)	Math IV (A)	Math IV (A)
Incoming Group	Study Skills (G)	Study Skills (G)			

Period 5 2:00-2:55					
Lang. Arts Group A	Reading (G)	Science (F)	Reading (G)	Science (F)	Reading (G)
Lang. Arts Group B	Reading (F)	Science (B)	Reading (F)	Science (B)	Reading (F)
Lang. Arts Group C	Composition (D)	Composition (D)	Composition (D)	Composition (D)	Composition (D)
Lang. Arts Group D	Composition (E)	Composition (E)	Composition (E)	Composition (E)	Composition (E)
Incoming Group	Math. Test (C)	Tutoring (C)	Tutoring (C) (H)	Tutoring (G) (H)	

Period 6 3:00-3:55					
Lang. Arts Group A	Elective I (A)	Reading (G)	Elective I (A)	Reading (G)	Elective I (A)
Lang. Arts Group B	Elective II (B)	Reading (F)	Elective II (B)	Reading (F)	Elective II (B)
Lang. Arts Group C	Elective III (E)	Science (B)	Elective III (E)	Science (B)	Elective III (E)
Lang. Arts Group D	Elective IV (F)	Science (D)	Elective IV (F)	Science (D)	Elective IV (F)
	Elective V (G)		Elective V (G)		Elective V (G)
Incoming Group	Tutoring (H) (D)		Tutoring (E) (H)		

PART TWO: COUNSELING MONOGRAPH

ABSTRACT

The Counseling monograph is a statement of those considerations, objectives and procedures that the CAP staff believes are important for an effective counseling program. The primary purpose of the Counseling monograph is to present some practical suggestions for methods to design a comprehensive counseling program, all of which have proven successful in CAP, and considerations that can be adapted to other programs. The suggestions that the CAP staff believes are important for an effective counseling program are presented here:

1) the definition and purposes of a counseling component;
2) suggested admission procedures;
3) techniques for structuring a counseling program;
4) incorporation of counseling into total academic program;
5) selection and utilization of staff.

The discussion of Counseling is presented in the same format as the discussions of the other monographs in this series: practical suggestions are followed by a text that offers explanation and/or examples. In addition, there is a summary statement and appendices, including sample standardized forms. The general sections in this monograph are:

I. *An Overview of the Counseling Component (Definition and Purposes)*

Detailed descriptions of the functions and purposes of a counseling component and consequent benefits that may be derived from successful counseling are presented in this section.

II. *Suggestions on How to Conduct the Admissions Process*

A major purpose of the admissions process is to select students who are likely to benefit from the training program This section presents procedures for the most accurate selection of students.

III. *Suggestions on How to Structure a Counseling Program*

This section presents specific suggestions on ways to set up group and individual counseling sessions. Some topics for counseling content are also offered.

IV. *Suggestions on How to Incorporate Counseling Into the Total Academic Experience*

A crucial factor in the success of any training program is the co-ordination of all components. Therefore, this section presents detailed guidelines to accomplish this incorporation of counseling and instruction.

V. *Suggestions on How to Hire and Utilize a Staff*

Through past experience, CAP has found certain criteria to be helpful in the selection of effective counselors. This section pre-time and skills most effectively.

VI. *Summary*

Appendices

This section presents sample standardized forms of a daily attendance sheet, a weekly student progress sheet and a student progress report to local agencies.

Section I: AN OVERVIEW OF THE COUNSELING COMPONENT (DEFINITION AND PURPOSES)

All manpower training programs need strong counseling support.

The formalized structure and inherent pressures and demands of traditional educational programs generate a need for supportive services which are usually provided by professionally trained guidance counselors. Unfortunately, it is within these traditional educational structures that most CAP students have experienced a sense of inadequacy and academic failure. The consequent lack of confidence which is shared by most CAP students, therefore, requires an innovative approach to counseling and strong supportive services. The CAP counselors believe that they have developed a counseling program which meets the needs of these students who have similar educational, socio-economic and personal experiences as they undertake another attempt to obtain a formal education.

The primary purpose of the counseling program is to help the students develop and maintain their attitudinal readiness.

As discussed in the Orientation and Assessment monographs in Volume I of the College Adapter series, it is not sufficient for students to be *only* academically ready in order to ensure success in a training program: they must also be attitudinally ready. This means that they must be aware that specific types of behavior and a high level of performance is expected from them. Furthermore, they must understand that, undoubtably, they will have to change some of their former behavior patterns.

The extent to which entering students are attitudinally ready for the CAP experience is assessed during the admissions process and the orientation period. At these times, some students whose evaluation indicates they are unprepared attitudinally, may be referred to another program that better suits their needs or they may be asked to re-apply to CAP at a later time. However, in those students who are assessed as being prepared for the CAP experience, their attitudinal readiness is not a permanent, self-sustaining state of being. In fact, attitudinal readiness requires regular and constant effort in order to maintain and further develop it. It is in this effort that the CAP counselors play a crucial role in the success of the students.

Counselor activities are directed to encourage the development of those behavior patterns required to succeed in CAP and in future educational and vocational endeavors.

Some specific behavior patterns have been found necessary for success in

CAP and in other educational and vocational efforts that the students may undertake. Therefore, the major functions of the counselors are directed toward helping the students to develop such personal attributes as initiative, critical thinking, independent study and self-evaluation. The counselors consistently indicate to the students that they expect a high level of performance, and work with them regularly to set realistic goals that reflect increasing development.

Counselors interact with the students to provide support and reinforcement of newly developing behavior patterns.

Interaction is the key element in the CAP counselor/student relationship. That is, the counselors develop an atmosphere in group and individual sessions in which a *mutual* sharing of ideas, opinions and feelings occurs between the students and the counselors. As the counselors interact with the students, their constant theme is to encourage the students in their efforts to develop new behavior patterns. A helpful way of accomplishing this is to designate specific goals with the students and ask the students to select those behaviors which increase the probability of achieving the goals. Students tend to put into effect new behavior patterns arrived at in this way. In this process, the counselors should constantly exhibit respect for the integrity of the students and carefully avoid issuing dictates for student behavior.

Counselors should recognize when students need other supportive services and refer them to the appropriate agencies.

CAP counselors have specific and important functions to carry out in the training process. However, some students require additional kinds of help that the counselors are not prepared to offer, such as psychotherapy, medical attention, drug rehabilitation or different family and financial problems. Nevertheless, counselors should be alert to recognize when assistance is needed in any of these areas and should refer the students to the proper places for help. This requires more than handing the student a list of agencies. It often means that the counselor must make initial contacts with the agencies for the students and lend further support as the students establish a relationship with the agency's organization.

Counselors should encourage students toward educational training which leads directly and quickly to employment.

The end goal of manpower training is employment. Current economic considerations have made education the most effective single means to increase an individual's employability. Therefore, the immediate goal of

manpower programs is often an educational one: to secure the General Equivalency Diploma (GED) or to place the student in advanced training. Nevertheless, it is always important to continually stress the relationship between the education a student receives and his employment prospects.

In the CAP program, 80% of the graduates currently enter two year technical training programs rather than liberal arts programs. One signification reason for this choice is that, throughout the program, CAP counselors emphasize the high demand for individuals with technical training. Furthermore, a question that counselors should ask students, and help them to answer is: How, and in what length of time, does the educational training that you wish to take lead to employment suited to your interests and needs?

Section II: SUGGESTIONS ON HOW TO CONDUCT THE ADMISSIONS PROCESS

Collection of data about prospective students and an exchange of information about CAP are important parts of the admissions process.

A general admissions policy of CAP is to select students who have a reasonable probability of succeeding in the program and for whom the program seems to be suitable. In order to make final selection of students and to help individual students decide if the program meets their needs, it is necessary to collect certain pertinent data about prospective students and to reveal complete and accurate information about the program.

Two kinds of data about prospective students are necessary to make admissions decisions.

No admissions procedure of any training program can identify with complete accuracy which applicants will benefit from the program. However, from past experience, CAP has found two types of data about students to be fairly accurate indicators of the student's probability of success in the program. The first kind of data that is required is concrete facts about the student's life situation, including his skill level, which will affect his efforts in the program. For example, the applicant's personal financial situation may affect his performance in the program. Although CAP provides a stipend of $30 - $38 dollars per week, some students may have financial needs that are greater than this amount. If the prospective student is unable to meet his financial needs, he will probably not be able to perform at the required level in the program even though he has adequate academic skills for admission.

The second kind of data that is required about applicants in order to make accurate selections, concerns their motivation to achieve goals of the program. For example, a student with a low skill level but with high motivation to achieve will probably benefit from CAP as much as a student with a higher skill level and less motivation.

An individual interview is the most effective way to obtain detailed information about applicants.

Admissions test scores and application forms provide pertinent data about prospective students, but they are not adequate to present a complete perspective. Candidates for admission to training programs are more likely to reveal supplementary details about themselves in a warm, personal interview than on a written test or form. A personal interview also provides an opportunity for the interviewer to gather data in order to assess the candidate's degree of motivation.

Individual interviews are also helpful to collect information about students that is required to plan the orientation session.

The importance of the orientation period is discussed in the Orientation monograph in Volume I of the College Adapter series. Some specific information is needed about the entering students in order to plan the orientation program effectively. For example, CAP has morning and afternoon orientation sessions. It is convenient to determine which students are able to attend the morning session and which are able to attend the afternoon session during admissions interviews so assignments can be made in advance and adequate space, material and staff can be arranged for each session.

Furthermore, information about the students' attitudinal readiness may be gathered in the admissions interviews. Such information is useful to the counselors as they plan the content of the orientation counseling program.

Finally, the admissions interview is a convenient time to obtain data about the students which is required for administrative purposes. This information becomes part of the student's permanent file for easy referral throughout the program.

The admissions interview may also provide the prospective student with important information about the program.

Just as the admissions interviewer is seeking information about the students, most students are seeking information about the program when they come to their admissions interview. No printed bulletin or brochure can anticipate all the questions that students might have about the program, nor can they communicate the "atmosphere" of the program to the applicants. Therefore, it is important that the admissions interviewer describe the program to the prospective student and encourage him to ask questions so that he may determine the program's suitability for his needs. Such an exchange of information during the admissions interview can help to set the "tone" of the student's future relations to and functioning in the program.

It is helpful to have a small group make the final decision about student admission.

Because so many complex factors must be considered about each student in order to decide whether to admit or reject him, it is difficult for one person to weigh the factors objectively. Therefore, CAP has found it helpful to have program administrators and the admissions interviewers meet as a group at the end of each day of interviewing to make the final selection decisions. The exchange of information, impressions, and opinions within

the group often raises questions and helps to clarify factors that may otherwise be missed by a single person. Thus, this sharing of decision-making provides for more careful selection of those students who will most probably benefit from the program during a specific semester.

Section III: SOME SUGGESTIONS ON HOW TO STRUCTURE A COUNSELING PROGRAM

Initial orientation to the counseling component is crucial to the success of the program.

The way in which the students experience their first contact with the counselors and the content of initial counseling sessions may significantly affect the development of their attitudinal response for the remainder of the program. The Orientation monograph in Volume I of the College Adapter series offers suggestions on how to set orientation counseling objectives and procedures and presents a model for an orientation counseling class. However, at this time, it is worthwhile repeating that at least two carefully planned and conducted counseling sessions should be included in the orientation program.

The specific objectives of the counseling program are determined by the overall goals of the training program.

Most manpower training programs have employment as their ultimate goal. However, a distinction may be made between those training programs that have job placement as an immediate goal and those programs that have advanced training (usually college) as the immediate goal and employment as the long range goal. Since the overall goal of the counseling program is to provide supportive services which complement the instructional program, it is essential to select specific counseling objectives that are aimed at reinforcing progress toward the major goal of the specific program.

Specific activities which relate the training that students will receive to future employment should be planned.

In the CAP program at least one career-choice group counseling session is held during orientation. Prior to this session, counselors select a career which meets three criteria: 1) it requires a two-year technical college degree for entry; 2) employment prospects in that field are very good; and 3) students know little about the field. During the session students make a list of all the questions they would like to have answered regarding the field the counselor has selected. All the answers are then found by using the U.S. Government's Occupational Outlook Handbook and other standard references. By the end of the period, the students have learned about a specific field, and more importantly, have been stimulated to consider new career choices. The student comes to see more clearly that interesting and profitable jobs are open to him following two-year college training.

Group counseling sessions are an effective means of achieving many counseling objectives.

Group counseling sessions are a form of supportive group interaction which focuses on past and present conscious experience and problems as well as upon future goals. The succuess of the group counseling sessions depends to a large extent upon the impact of the peer group members upon each other. Therefore, the primary responsibilities of the group counselor are to facilitate positive interaction and guide the content of the meetings toward the development of attitudes and values that strengthen the students' commitment to achieve the goals of the program.

The content of group counseling sessions should be selected to meet specific objectives.

Group meetings, as a counseling vehicle are flexible enough to permit effective discussion of virtually any content area. However, in a training program, it is important to select specific themes for the group meetings that are directly related to the goals of the program. In planning the content for the total group counseling program, the largest number of themes should be selected to emphasize the immediate goals of the program. For example, if the immediate goal of the training program is job placement, most of the themes for group counseling meetings should deal with vocational concerns. On the other hand, if the immediate goal of the training program is preparation for college study, most of the themes for group counseling meetings should deal with academic concerns. Some themes about human relations concerns should be included in all training programs regardless of their immediate goals.

Students should be involved in the process of selecting themes for discussion in group counseling meetings.

Because the overall purpose of counseling is to provide supportive services to the students in their efforts to achieve program objectives, and each group of students has varying needs for information and support, it is impossible for any counselor to anticipate all of their various needs. The students know best what kinds of additional supportive information they need and what specific problems are of concern to them in their training progress. Therefore, it is essential to have the students suggest as many topics as possible for discussion in group counseling meetings. However, through experience, the CAP counselors have found that certain academic, vocational and human relations areas are of concern to the majority of the students in training programs and should be included in the counseling program design.

Some topics of academic concern that should be included in group counseling programs follow.

1. How to select a college appropriate to my educational and personal needs.
2. How to fill out and file applications for college.
3. How to prepare myself for the new experiences in a college environment.
4. How to maintain newly developing study habits.
5. How to utilize my intellectual skills to their greatest extent.
6. How to handle tension or anxiety that is related to successful completion of major examinations.

Some topics of vocational concern for group counseling meetings follow.

1. What kinds of career possibilities are open to me?
2. How to assess some of the advantages and disadvantages of various career possibilities.
3. How to obtain detailed information about specific career requirements and opportunities.
4. How to evaluate my aptitudes and probable chances for success in specific careers of interest to me.
5. How to explore further career choices.
6. How to choose advanced training programs that will prepare me for my career choice.
7. How to prepare for new experiences in a working environment.

Some topics of human relations concern for group counseling meetings follow:

1. The importance of self-awareness and self-acceptance.
2. My reactions to new experiences and new acquaintances.
3. Developing mutually productive relationships with authority figures.
4. The demands of the various roles I must play; e.g., marriage partner, student, son or daughter, employee.
5. Interpersonal relationships with the opposite sex.
6. Problems of intergroup relations; e.g., racial prejudice.

Students should be given the opportunity to lead group counseling meetings.

Some of the skills that are required to lead group counseling meetings are also required in other academic and vocational endeavors. For example, the

ability to express one's ideas and opinions verbally is required in college work and employment as well as in guiding group counseling discussions. Similarly, listening attentively is required in all these areas. Therefore, it is beneficial for students to reinforce such newly developed skills through practice in leading group counseling sessions. However, students should not be assigned or forced to lead group counseling meetings; rather, the opportunity should be given to those who wish to do so when they feel they are "ready" to lead the group.

Individual counseling sessions are necessary to achieve some counseling objectives.

Individual counseling sessions are required in training programs for several reasons. First, some students occasionally need to discuss private, personal problems that are impeding their progress in the program with an empathetic adult who is aware of the demands of the training process. Second, some students may not be making satisfactory progress in their academic classes or may be excessively absent. In such cases, it is more effective for the counselor to contact the student for individual counseling sessions in order to avoid possible embarrassment that might occur if these topics were discussed in group counseling. Third, sometimes a student wishes to obtain detailed information about college or career choices that are of interest to him particularly but not to other students. In this situation it is more efficient to arrange an individual counseling session rather than use group counseling time. Finally, it is important for a counselor to indicate his awareness of special achievement to individual students in order to reinforce successful behavior patterns and to sustain a positive relationship with the student.

Individual counseling sessions do not need to be scheduled regularly.

Because of the special nature of the topics that are discussed in individual counseling sessions, it is better to arrange the sessions as they are required. Regularly scheduled individual counseling sessions often tend to become superficial and boring to both the student and the counselor.

It is essential that counselors be available to students for individual consultation and/or counseling.

Although it is not desirable to schedule individual counseling sessions, it is essential that counselors be available regularly to see students individually. More important than physical availability, however, is the development of rapport with the students that indicates the counselor's attitudinal availability; i.e., the student feels free to seek individual counseling.

Assignment of students to counselors should begin at intake and be completed during orientation.

To a considerable extent, the assignment of students to counselors is done randomly. But there are several cases in which students are assigned to specific counselors. For example, students who lack fluency in English are assigned to an appropriate bilingual counselor when one is on the staff. Another example of specific counselor assignment is when a personality clash occurs. During the orientation period a student may approach another counselor or staff member and ask to be assigned to a different counselor. Although each case should be examined by the counselor involved and the supervising counselors, reassignment of a student to a different counselor is often made if requested during the orientation period. Considerably more caution is exercised later in the semester, since a student may request a transfer because his counselor demands that he perform on a higher level. Such requests are rare at CAP.

Section IV: SUGGESTIONS ON HOW TO INCORPORATE COUNSELING INTO THE TOTAL ACADEMIC EXPERIENCE

Counseling activities should be incorporated as an integral component in the total training program.

All counseling staff, as well as teaching and administrative staff, can best serve the program if the goals are clearly identified and accepted. Such an understanding will ensure a structuring of counseling activities so that counselor and student energies are not diverted from the primary purposes of the program, as well as to ensure that the counseling component does not act as an isolated unit. At all times, the entire staff should focus on the total needs of the students both academic and supportive.

The functions of the supervisory counselor are particularly important in achieving effective incorporation of the counseling component.

As one of the program's administrators, the supervisory counselor contributes to administrative decision-making and program review in conjunction with the director and supervisory teacher. In this capacity, he represents the counseling component, helps plan the direction of the entire program, and has a central part in channeling the flow of information in the program.

It is the responsibility of the supervisory counselor to ensure that teachers and the director are informed of students' views as determined from group and individual counseling sessions. He also ensures that students receive all of the information they require.

The supervisory counselor is also responsible for monitoring the effective performance of the counseling staff as well as providing opportunities and information which can improve counseling activities. For example, a worthwhile training technique is to hold mock admissions interviews between semesters in which the teaching and administrative staff participate. A teacher takes on the role of a student being interviewed by a counselor while the other counselors observe. After the interview, a discussion ensues. This technique has proven to be of significant help in aiding counselors as they conduct future interviews.

Incorporation of the counseling component can be achieved by the design and implementation of specific counseling activities.

Although there are specific functions which a counselor needs to perform for individual students, many of his activities should be designed according to the academic and/or vocational goals of the program.

Counselors can supervise some tutoring center periods.

The consequent advantages of this supervision are discussed in the Tutoring Center monograph in Volume III of the College Adapter series.

Counselors should observe instructional classes.

By direct observation, a counselor can become sufficiently familiar with various instructional approaches, such as the skills emphasis at CAP. But since many methods are used to teach skills, only observing one instructor, or being told about it is not enough. The "see for yourself" method of learning is appropriate here and provides a counselor with a specific understanding and impression of the instructional component.

Meetings between teachers and counselors are particularly useful to fuse the teaching and counseling efforts.

Individual meetings between a teacher and counselor provide useful discussion regarding an individual student's academic progress.

Group meetings involving all teachers and counselors can also contribute to effective incorporation. At CAP, weekly meetings are utilized to assess individual student progress and to raise issues of mutual concern. Group meetings are best scheduled at maximum once per week, and at minimum twice per month.

It is useful to provide opportunities for counselors to teach elective courses.

It is believed that simply because an individual primarily functions as a counselor he does not only have to perform functions restricted to his "domain." For example, if a counselor has a specific field of interest and knowledge in that area, and relates well to students, he should also be encouraged to participate as a teacher.

At CAP some counselors teach elective courses. Although this is not necessary, it is desirable and should only occur if counselors wish to do so. The primary advantage of this type of arrangement is that the counselor actively participates in the furthering of the student's academic progress. It also allows for a more potentially diverse elective curriculum. However, an individual should not take on additional functions unless he is performing his primary duties efficiently.

Counselors should participate in the colloquiums held during semester breaks.

In these colloquiums, counselors can represent the students' views as determined from individual and group counseling sessions, as well as their own impressions of what the students need for further benefit. For example, CAP counselors frequently design and administer course evaluation questionnaires and sample student opinions. This information, can ensure that student reactions to the entire program operation and curriculum are carefully weighed as the staff plans for the coming semester.

Extracurricular activities initiated and supervised by counselors is an additional desirable goal.

At CAP, counselors have added to the total educational, social and creative experience of the students by providing additional opportunities beyond instructional classes; e.g., CAP has a basketball team, has held art shows and poetry readings.

Section V: SUGGESTIONS ON HOW TO SELECT AND UTILIZE STAFF

Formal training in counseling can be helpful but is not a necessary requirement.

As has been previously stated in this monograph too often the "professionally trained" counselor has not expected attitudinal change in students when it was necessary for them to exhibit such expectations to the students. The CAP staff believes that the overall determining factor in selecting counseling staff is to acquire counselors that will work together effectively to complement the academic efforts of the program. Therefore, counselors should be committed to the educational training goals of a program.

Specific criteria have proven to be accurate guides in selecting counselors.

In order to select an effective counseling staff, it is helpful to define specific factors. An effective counselor should possess the following qualifications:

1. low ego needs;
2. serious commitment to the goals of the program as they relate to the individual student;
3. a high expectation of student performance and responsibility;
4. enough self-confidence and sensitivity to accept challenges from students and/or to determine when a student may be in need of help whether the student specifically requests it or not;
5. ability to assess students' needs objectively.

Some criteria have not proven helpful in hiring CAP counseling staff.

With or without professional credentials, a counselor should not view himself as a "missionary." Rather than being merely sympathic, the counselor should be empathetic. He should view his role as one in which he can provide assistance to the students as they seek solutions to their problems, rather than one in which he solves problems. In fact, he is hired to help students help themselves as the need may arise.

Employment interviews to select staff should include a thorough definition of the program goals and operation.

The prospective counselor should be made aware of the advantages and disadvantages of working in any specific program. He should also be informed of the nature of his prospective role and be given the opportunity of expressing what he can bring to it. If this type of dialogue ensues from the beginning, all staff will most likely begin and maintain employment as effective staff members.

Prior experience with the age range of students in a program is helpful.

Although the above stated experience is not necessarily essential, it has proven to be helpful at CAP. For example, a counselor who has either counseled or taught a similar age group of students is usually more aware and experienced in providing effective supportive services.

Counselors should be knowledgeable about the community and life styles of the students.

A more realistic perspective and subsequently appropriate approach to aiding students individually, and in their local environment when needed, can only be developed if the counselor possesses or acquires knowledge about his students. He needs a complete picture of their circumstances in order to assist them effectively. Simply because a counselor has had a background similar to his students, does not necessarily provide him with the knowledge and understanding he needs to effect change, although it often does. In all cases, this knowledge and understanding should be ensured.

The director and supervisory counselors should hire counselors jointly.

The director of a program has the primary responsibility for acquiring a total staff that will work together smoothly and efficiently. However, the supervisory counselor will have the most immediate contact with the counselors and will be most familiar with the personal and professional qualities required for effective counselors. Therefore, the decision of selecting new staff should be shared.

In addition to their primary counseling responsibilities, counselors may perform other important functions.

The responsibilities of counselors may vary in different training programs depending upon the number of students they counsel. At CAP, counselors perform several functions which are secondary to their counseling responsibilities, but which are still important.

Counselors are responsible for ensuring that students follow the program rules and regulations consistently.

It is advisable to establish a few policies concerning student activity that are directed toward facilitating their academic progress, but to avoid an extensive list of rules and regulations. Those rules and regulations that are established in a training program should be clearly explained, including the

reasons for each one, at the beginning of the student's training. The students should be expected to follow these rules and regulations throughout the remainder of the program. At CAP, it is the responsibility of the counselors to ensure that the students do so.

The CAP counselors have found a system of warnings which may lead to termination of the students from the program to be helpful in standardizing disciplinary actions. For example, if infractions of the rules such as lateness and absence occur, the counselor contacts the student and discusses the problem with him, including a review of the relevant rules and their reasons. Continued infractions result in the student being placed on "first warning." If the behavior is not changed, the student is placed on "second warning." At this time the student is given one week in which to change his behavior or be terminated from the program.

Some very serious infractions of the program rules, such as use of heroin or cocaine, result in termination upon discovery. Students who are terminated for use of such drugs are referred to medical treatment programs, and are given preference for re-admission to the program if they overcome their drug problem.

It is beneficial if counselors can share some teaching responsibilities.

Assigning counselors to teaching responsibilities builds closer ties between the counseling and academic components of the program in several ways. First, it stimulates more interaction between counselors and the other teachers. Second, CAP counselors have found that teaching helps them to improve the quality of their academic counseling. It also makes a wider selection of elective courses available to the students. And last, but not least, CAP counselors have found their teaching experience to be personally gratifying.

CAP counselors have the major responsibility for standardized testing.

CAP counselors conduct a substantial proportion of the admission, midterm, and exit testing. The administration of standardized tests and the interpretation of their results to students helps the counselors to demonstrate the academic nature of their counseling activities. When the counselors interpret the results of the standardized achievement tests with the students, they stress that the scores are indications of present achievement and not of intellectual ability. Furthermore, the counselors encourage the students to utilize the tutoring center to work in the skill areas in which they are weakest.

Counselors maintain contact with the community agencies which refer students to CAP.

CAP sends information about students to the community referral agencies for several reasons. First, the community agencies require follow-up information for their own records. Second, the counselors at the community agencies may look into cases where students have been placed on warning. If a student has been placed on warning for failure to make academic progress and a personal problem is involved, the agency counselor assigned to the student may be able to help.

The information which is forwarded to community agencies includes the names of students who were placed on first and second warning and those who were terminated. Additionally, at the end of each semester, CAP notifies the agencies of the names of students who go on to college and which campus and curriculum they enter.

Counselors are responsible for reporting attendance of the students.

Careful attendance and lateness records are kept in order to pay students their proper stipends, which are allocated according to class hours attended. In CAP, the student stipends are paid by the referral agencies. Therefore, accurate attendance records must be forwarded to the central payroll office of the referral agencies so that students can be paid.

Section VI: SUMMARY

The CAP counseling component is designed to provide those supportive services required by the students to achieve the program goals. The experience of CAP has lead to the development of some innovative approaches to counseling that form an inherent part of the total training experience. The procedures that are suggested in this monograph are offered to facilitate supportive counseling services in similar training efforts.

APPENDIX I

SAMPLE DAILY ATTENDANCE SHEET

LANGUAGE ARTS: ROOM: TEACHER:

Periods: 5 & 6 Week Of:	Mon.	Tues.		W.	Thurs.		F.	Home Work	COMMENTS
		Lit	Comp		Lit	Comp			
	Classes do not meet			Classes do not meet			Classes do not meet		

APPENDIX II

SAMPLE WEEKLY STUDENT PROGRESS SHEET

ATTENDANCE SHEET

COUNSELOR _____ WEEK OF _____ TO _____

Days: Names:	Mon.	Tues.	Wed.	Thurs.	Fri.	Progress & HW (ESL & Sp)						Comments:
						Math	Literature	Composition		Science	Elective	

APPENDIX III

SAMPLE STUDENT PROGRESS REPORT TO LOCAL AGENCIES

COLLEGE ADAPTER

MEMORANDUM

Date _____

TO:

FROM: Supervising Counselor

SUBJECT: Progress of your enrollees at CUNY College Adapter Project

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The counselors here will be letting you know regularly just how your enrollees are progressing with their work. Enrollees in the first list are reported by their teachers to be doing well. The students in the other categories are in trouble, either because of an attendance problem, because of poor participation in classes, or because of missed academic assignments.

We strongly believe that your follow-up with enrollees who have been placed on first or second warning can help them in getting back on the right track.

The warning procedure, which goes into effect only after a strong effort by the counselor and the teachers to help the enrollee correct his problem has been made, is discussed in detail in the memorandum we have enclosed.

Enrollees in good standing:

Enrollees on first warning (please call the counseling office, 864-8079, to discuss):

Enrollees on second warning (please call the counseling office to discuss):

Enrollees terminated since last notice: